

Discovering The Past: Opportunities and Challenges Using Internet-Based Learning Resources for The History of Islamic Civilization Studies

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Abstract: The rapid development of science and technology has brought people's lives into the era of digital disruption. Through the internet, people can now access data and information on various topics, including historical archives that have been digitized. This study aims to analyze the opportunities and challenges of using the internet as a learning resource for the history of Islamic civilization. This literature review research uses a qualitative descriptive method, with content analysis as a data analysis model. Through this research, the world of Islamic civilization history education needs to explore further opportunities to take advantage of websites that provide open access to historical content, such as archives of photographs, lithography, illustrations, maps, e-books, and manuscripts with their explanations. In addition to visually enriching learning content, students are invited to discover and explore historical material interactively. In addition to the availability of devices and networks, educators need to have digital literacy, especially analytical reasoning, to find, verify, process and contextualize data obtained from the internet with learning objectives and students' cognitive levels.

Keywords: Learning resources, Islamic cultural history, internet, discovery learning, analytical reasoning.

Introduction

The rapid development of science and technology has brought people's lives into the era of digital disruption. This era was marked by changes in patterns of human relations that took place drastically with the presence of electronic devices. Advances in information technology provide benefits because they are considered to facilitate daily human activities. This disruption also causes several challenges because it causes heavy dependence on the digital world, fosters individualism and anti-social attitudes, and other social challenges. The academic world is also affected by the development of the digital world. Through the internet, now the public, especially teachers and students, can access data and information quickly and easily without experiencing significant constraints on space and

time constraints. Information that was relatively "unreachable" can now be accessed easily.

As part of Islamic studies and a branch of Islamic religious education (PAI), the history of Islamic civilization is often a subject that students underestimate. Learning the history of Islamic civilization in Madrasas or schools should be oriented, meaningful and relevant to the times. Unfortunately, the reality on the ground is different (Hasmar 2020). The learning method, which often uses conventional lecture methods, is considered boring for students. This problem cannot be separated from the shackles of the classical paradigm, which states that history is memorized (Rulianto 2019). With a wide range of materials, the rote method is considered the only method of choice. Learning becomes simply conveying information and pays little attention to student understanding (Hasanah 2020). As a result, learning the history of Islamic civilization is

considered useless or has no significance for students' daily lives. Studying history does not only stop at memorizing dates, characters, and places but also how to reconstruct it in the present-day context (Bisri 2016).

The learning method is monotonous, and the material taught is historical. It is not surprising that students feel that the history of Islamic civilization has no benefit because it is considered an abstract lesson. However, it is essential to note that learning history can encourage creativity and productivity so that you can survive in social life (Sardiman 2017). One thing that can make learning history enjoyable is the choice of learning resources used. As a result, efforts are needed to present learning materials for the history of Islamic civilization that can attract students in terms of learning and curiosity to explore Islamic science.

As mentioned earlier, internet technology development has brought opportunities for the world of Islamic education, especially in Indonesia. The internet can be used as an alternative source of learning in the subject of Islamic Religious Education both in cognitive (knowledge), affective (attitude) and psychomotor (skills) aspects (Ni'mah et al. 2019). The use of the internet can provide convenience for teachers and can even affect student learning and interest (Adrianingsih and Mustika 2022).

Learning resources are all sources that students can use in learning and can come from or take any form (Samsinar 2019). The internet can be classified as a live learning resource because the content is not systematically organized, does not have explicit learning objectives, is only used for specific purposes and is incidental or, in other words, according to learning needs (Cahyadi 2019). As a result, efforts are needed to present learning materials for the history of Islamic civilization that can attract students in terms of learning and curiosity to explore Islamic science. However, the use and selection of learning resources such as the internet will be significantly influenced by internal and external learning factors (Supriadi 2015). In order to further explore the background above, this study aims to analyze further the opportunities and challenges of using the internet as a source of

learning material on the history of Islamic civilization.

Materials and Methods

This research is a type of library research and is qualitative-descriptive. This theoretical research seeks to dialogue and analyze various library data axes such as books, notes, documentation, and archival documents (Simanjuntak and Sosrodi 2014). With a deductive approach, researchers use several pieces of literature related to the research topic. Researchers conducted digital searches to find examples of websites that could be used as internet-based learning resources for the history of Islamic civilization. The data that the author obtained were then analyzed using content analysis methods. This analytical model can reveal historical values or cultural understanding over time through text analysis and a genuine understanding of complex human thinking models, especially in language use (Yusuf 2014).

Results and Discussion

Rebuilding the Learning Paradigm of the History of Islamic Civilization

As a subject, the history of Islamic civilization often only emphasizes cognitive aspects during the learning process. In addition, the cognitive aspect in question is often only stuck at the rote level, so students only know the historical facts that are informed. The other dimensions, affective and psychomotor, need to be addressed in learning. As mentioned above, the stigma that history lessons are rote lessons is still a problem for this subject worldwide. In fact, like other subject matter, the history of Islamic civilization is not only about the transfer of knowledge but also the transfer of value. Simple and limited teaching materials or learning resources exacerbate this problem. With the above stigma, the lessons of the history of Islamic civilization often only refer to a single learning source, namely textbooks (package books) compiled by the ministry of religion. With broad and in-depth material coverage and limited study

time, textbooks originally intended as handbooks are certainly insufficient.

With all the limitations above, it is not surprising that students feel bored and do not find urgency in learning history because there is no empirical closeness to the material being taught. Students are only limited to getting information about the development and contribution of Islamic civilization in the abstract. In simple terms, for example, when students get material on the development of Islamic civilization which is marked by the discovery of several tools that help students' lives, they do not know the description of the form of these findings in textbooks. Likewise, other findings, such as manuscripts of books by Muslim scholars, are not displayed or even presented in learning. Presenting historical artefacts related to SKI learning is certainly not easily pursued in Indonesia unless it is replaced with teaching aids or historical artefacts related to Nusantara Islamic civilization.

Direct learning experiences such as visiting historical museums require cost and time availability. Not to mention that in Indonesia, there are few museums displaying collections of the heritage of Islamic civilization, both globally and locally. Unfortunately, quality history textbooks with references and illustrations could be more extensive. Even though there are many scientific treasures regarding physical progress and academic contributions to Islamic civilization that surround us, starting from the workings of cameras to surgical methodologies in medical science.

Teachers, in this case, are required to be creative so that learning with limited hours and a broad scope of material can continue to run optimally and the learning objectives can be achieved. Textbooks, however, are not the only textbooks. The textbook is only used as an introductory handbook, which, as the name implies, can lead students to open a wider horizon of knowledge. Teachers need to offer more diverse learning resources, including internet-based learning resources, which in recent years have become part of the wave of disruption along with the development of science and technology in the world.

Rediscovering The Past Via The Internet

With technological advances, the internet is now transformed into a digital library of Historical archives, including the history of Islamic civilization. This historical archive includes photographic documents, lithography, illustrations, maps, books, manuscripts, and other historical archives transferred in digital format. Not only limited to raw data but several archives currently circulating on the internet have also been processed into digital content that provides further relevant information for readers. This progress is an innovation in the field of history, which is generally called digital history, which is an approach to preserving and studying the past that uses advances in information technology (Claus and Marriott 2017). Through digitization, several archives that were originally in physical form, limited in number and access, can now be enjoyed visually and even audio online.

For example, through internet-based content, students can observe the camera scheme created by Ibnu Al-Haytami, one of the Muslim scholars, through interactive videos. Students can also be invited to visually enjoy some of the progress of Islamic architecture in various parts of the world without having to visit it in person. Students can also read Islamic texts inherited from Muslim scholars worldwide without spending time and money visiting museums and libraries. The learning experience is the keyword in the development of learning that utilizes internet-based historical content of Islamic civilization. Historical data and information that has been digitized and can be accessed via the internet are potential learning resources that teachers and students must explore.

One example of a website that can be used as a learning resource for the history of Islamic civilization is *1001inventions.com*. As the tagline says, "discover a golden age-inspire a better future" this website invites anyone who accesses it to explore the golden heritage of world Islamic civilization, which can educate and inspire the current generation. Like its parent organization, this website wants to be a medium to reintroduce the contribution of Islam to the development of the world today, which is to bridge more relations

between the Islamic world and the western world and today's world community. Through this website, students can read features about what and how Islamic civilization developed, educational videos, and even tips and study guides for the history of Islamic civilization in an interactive and fun way.



Figure 1. 1001inventions.com website view

Other websites, such as museumwnf.org, provide traces of artefacts and historical sites of Islamic civilization worldwide that can be searched diachronically or synchronously, including photos or illustrations. As for digital manuscript repositories such as the digitized British library or the national library's Khastara, they provide access to hundreds of collections of ancient manuscripts with various themes of discussion. In addition to the websites above, of course, there are many websites or internet content in general that can be used as complementary sources of learning the history of Islamic civilization.



Figure 2. British Library digital manuscript repository website display; and the website museumwnf.org

Using the internet as a learning resource is relatively more affordable in terms of cost than considering the availability of alternative reference books and the purchasing power of teachers and

students if they are required to buy printed books. Regarding how to present and encourage the production of quality reference books on the history of Islamic civilization (print or digital), of course, this is a challenge and a separate discussion that education stakeholders must consider.

In addition to visually enriching learning content, students are invited to discover and explore historical material interactively. This information-rich and visual subject matter allow students to imagine and think scientifically. Moreover, the historical material being studied can be contextualized with the reality surrounding it or even become a student's daily life. As a result, using websites that provide access to the historical content of Islamic civilization can make learning more interesting, interactive and exploratory. Students are invited to rediscover the heritage of Islamic civilization and contextualize it for the progress of Islamic civilization in the present and the future.

Challenges of Using Internet-Based Learning Resources

Even though the learning experience by accessing historical archives, features, or content digitally differs from if done directly (offline), at least students can get a relatively clearer historical picture. Students can be invited to experience historical experiences that occurred in a historical period of Islamic civilization while trying to take lessons (ibrah, wisdom). As with the educational process in the historiographic process, the teacher should invite students to imagine the past when delivering material. Of course, the imagination referred to here is not free imagination but based on learning material data. Students are invited to reconstruct how the dynamics of the development of Islamic civilization are critical-transformative. Teachers play an important role in directing the use of internet-based learning resources so that they remain in line with learning objectives and applied ethics.

Several conditions must be met to learn the history of Islamic civilization with internet-based learning resources to run optimally. First, it requires the availability of devices and internet networks, both from schools and students and their

parents. With both, the use of learning resources can be implemented. Therefore, the use of internet-based learning resources must pay attention to students' psychological-cognitive readiness and abilities. Using the internet as an alternative learning resource that results in giving structured assignments, for example, should not be forced because it will only make learning ineffective. The second requirement has adequate digital literacy. Teachers and students must be able to operate gadgets and browse the internet, including the ethics of use. Teachers and students can operate and utilize the internet effectively and safely. Using internet-based learning resources is expected to enrich students' learning experiences, and learning objectives will be achieved.

Given the role of the teacher as a guide and facilitator of student learning, the teacher also needs to have analytical reasoning skills. Analytical Reasoning is the ability to analyze data or information and sort out patterns, such as the basic structure of relationships, recognize the logic of statements, and conclude what is true (correct) based on facts and scientific principles (Haryatmoko 2020). Teachers are expected to have the ability to find, verify, process and contextualize information obtained from the internet with the learning needs and level of understanding of students.

These skills are important because internet-based learning resources are ready to use once used in learning. Websites that provide historical content, features, and archives that can be read and accessed are outside the goals and scope of the lessons students want to learn. Even the competence of a history teacher is needed to verify historical content sourced from the internet, whether it has academically authoritative references or not.

Internet-based learning resources are, of course, different from textbooks in which the scope of the material has been adapted to the basic learning competencies. These websites provide a repository of information so broad and deep that it is interesting to explore students and teachers. Teachers need to integrate and interconnect historical content in the digital medium with a minimum standard of learning outcomes. As a

result, even though the internet provides a promising source of learning materials, how learning takes place is still determined by how the teacher processes learning resources into materials or subject matter.

Students should be invited to cultivate curiosity, the ability to think critically and understand and contextualize subject matter or, in this case, a historical fragment in a certain historical period. Changing the paradigm of history is not a rote lesson that needs to be practised by teachers and students. However, each student has a different level of memorization ability. As a result, learning practices and assessments oriented towards memorizing tests make learning ineffective in contrast to the ability to understand the socio-historical context and think critically, which can be trained in the learning process. In addition to having a more comprehensive understanding of the material being studied, students can also be invited to understand the urgency or significance of the benefits and "meaningfulness" of studying the history of Islamic civilization.

Conclusions

The development of science and technology, marked by the massive use of the internet, needs to be responded to positively by national Islamic education stakeholders. The internet, which has been transformed into a digital library, can be used as an alternative-complementary learning resource, especially for the history of Islamic civilization. The world of education in the history of Islamic civilization in Indonesia needs to explore opportunities to use websites that provide open access to historical content, such as archives of photos, lithography, illustrations, maps, e-books, and manuscripts, along with explanatory narratives. In addition to visually enriching learning content, students are invited to cultivate critical thinking, curiosity and enthusiasm to interactively discover and explore historical material. Supported by the availability of devices and networks, as well as digital literacy, especially analytical reasoning, teachers are required to have the ability to find, verify, process and contextualize

data obtained from the internet with the learning needs and level of student understanding. Thus it is hoped that learning the history of Islamic civilization has a meaning that students can feel, and learning can provide a real transformative impetus for student development.

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